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ABSTRACT

This survey, prepared in 1967 from the results of a questionnaire developed by the Washington Foreign Language Program, examines questions directly related to language teachers' backgrounds and teaching assignments and indicates their degree of agreement with a number of opinions frequently voiced by foreign language teachers. Somr 496 language teachers participated in this study. Part 1 deals with teaching assignment, experience, and language proficiency while focusing on teaching levels, school enrollment, foreign language enrollment, classroom teacher experience, foreign language classroom teacher experience, major foreign language, proficiency in major foreign language, proficiency in minor foreign language, daily schedule, and language teaching. A broad variety of topics is examined in Part 2 concerning opinions and attitudes toward foreign language programs. (RL)

ED056628

A SURVEY OF FOREIGN LANGUAGE TEACHERS' ASSIGNMENTS AND ATTITUDES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FL 002 789

Washington Foreign Language Program
University of Washington
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One of the suggestions advanced repeatedly by foreign language teachers during the series of five WFLP conferences in 1966 was that the WFLP conduct a survey of foreign language teachers' attitudes and assignments. Accordingly, in November 1967, the WFLP circulated a questionnaire among all the foreign language teachers in the state asking them questions directly related to their language backgrounds and teaching assignments and asking them to indicate their degree of agreement with a number of opinions frequently voiced by foreign language teachers. A total of four hundred and ninety-six teachers participated in the survey.

Part I. Teaching assignment, experience, and language proficiency

Teaching Levels

1. Elementary	0.2%	4. Senior high school	64.1%
2. Middle school	0.4%	5. Both JHS and SHS	9.1%
3. Junior high school	25.8%	6. No answer	.4%

Three hundred and eighteen respondents, 64.1% of the survey, indicated they were assigned to the high school level, and one hundred and twenty-eight (25.8%) replied they were assigned to the junior high schools; forty-five teachers (9.1%) shared assignments in both the junior and senior high schools. Only one FLES teacher and two middle school teachers responded to the survey, a disproportion that very probably affects some of the response categories.

School Enrollment

1. 100 or less 2.8%	5. 1001 - 1500 25.6%
2. 101 - 300 9.1%	6. 1500 or more 21.6%
3. 301 - 500 7.9%	7. no answer 4.8%
4. 501 - 1000 28.2%	

Two hundred and thirty-four (47.2%) of the respondents taught in schools with enrollments of over one thousand students, 28.2% taught in schools of five hundred to a thousand students, and 19.8% taught in schools of less than three hundred students. Apparently, while most teachers are concentrated in suburban and urban areas, there is also a considerable concentration of foreign language teachers in

rural or consolidated school districts.

Foreign Language Enrollment

1. less than 25	9.7%	5. 101 - 125	20.0%
2. 25 - 50	14.1%	6. 126 - 150	12.7%
3. 51 - 75	13.3%	7. Over 150	10.3%
4. 76 - 100	15.1%	8. no answer	4.8%

A surprising 10.3% of the respondents indicated they had teaching loads of more than one hundred and fifty students, and 12.7% indicated they had teaching loads from one hundred and twenty-five to one hundred and fifty--large numbers considering the amount of personal attention necessary in foreign language instruction. Twenty percent had teaching loads of one hundred to one hundred and twenty-five foreign language students, and a majority of 52.2% of the respondents indicated they had foreign language enrollments of fewer than one hundred students. These figures, however, may be misleading in that they do not indicate the total teaching loads of the respondents, but simply the foreign language enrollments; in other words, a teacher with seventy-five foreign language students might have fifty English and Drama students as well. Nonetheless, the proportion of teachers with extremely high foreign language student enrollments is surprising.

Classroom Teacher Experience

1. less than 3 years	18.5%	4. 8 - 10	15.5%
2. 3 - 4	14.9%	5. 11 - 15	12.7%
3. 5 - 7	16.9%	6. 15 or more	20.6%

The respondents were distributed rather evenly in terms of experience, although larger proportions had been teaching less than three years or more than fifteen--indicating perhaps the large number of women who go into teaching after college graduation, leave to marry or raise children, and then return.

Foreign Language Classroom Teacher Experience

1. less than 3 years	23.2	5. 11 - 15	12.7%
2. 3 - 4	16.3%	6. over 15	8.9%
3. 5 - 7	23.0%	7. no answer	1.0%
4. 7 - 10	14.9%		

Most of the respondents had not been foreign language teachers as long as they had been teachers; in fact, only 80% of those who had been teachers for three years or less and less than 43% of those who had been foreign language teachers for that amount of time. This might indicate that a number of foreign language teachers were not undergraduate language majors, but instead had some other subject as a major and took foreign language as a minor or simply on an elective basis.

Major Foreign Language

1. French	35.1%	5. Russian	2.6%
2. Spanish	35.5%	6. Japanese	0.2%
3. German	19.6%	7. Scandinavian	0.4%
4. Latin	5.4%	8. None	1.2%

Proficiency in Major Foreign Language

SPEAKING		READING	
1. Minimal	11.9%	1. Minimal	3.8%
2. Good	55.0	2. Good	59.5%
3. Excellent	31.0%	3. Excellent	34.7%
4. None	2.0%	4. None	2.0%

The majority of teachers taught French and Spanish, with a smaller proportion teaching Latin and German, and even fewer in the so-called exotic languages. Most teachers rated their reading and speaking proficiency in their major language as good or excellent; generally, they consider their proficiency in reading as higher than their proficiency in speaking.

Proficiency in Minor Language

SPEAKING		READING	
1. Minimal	31.0%	1. Minimal	23.8%
2. Good	19.4%	2. Good	26.0%
3. Excellent	3.4%	3. Excellent	6.0%
4. None	46.0%	4. None	44.2%

The respondents rated their speaking and reading proficiency in their minor language much lower, and almost half indicated they do not have a minor language.

Daily Schedule

Language Teaching

1. Spanish	37.3%	5. Russian	2.2%
2. French	33.1%	6. Japanese	0.2%
3. German	20.2%	7. Scandinavian	0.2%
4. Latin	5.2%	8. None or no answer	1.6%

Periods Each Day

1. None	1.6%	5. Four	18.3%
2. One	10.7%	6. Five	29.0%
3. Two	17.7%	7. Six	5.0%
4. Three	16.5%	8. No answer	1.0%

A number of respondents indicated they were teaching outside of their major language. For instance, while one hundred teachers teach at least one German class daily, only ninety-seven consider it their major language. On the other hand, one hundred and seventy-four consider French their major language, but only one hundred and sixty-four teach it daily. Most frequently the respondents taught three to five periods of foreign language daily.

Language Teaching (Other or Minor)

1. Spanish	4.8%	5. Russian	0.2%
2. French	5.6%	6. Japanese	0.2%
3. German	2.0%	7. None or no answer	83.7%
4. Latin	3.2%		

Periods Each Day

1. None	83.7%	5. Four	0.8%
2. One	5.6%	6. Five	0.2%
3. Two	5.6%	7. Six	0.4%
4. Three	3.4%	8. No answer	0.4%

Eighty respondents taught a language other than their major one, a proportion of only 16.3%. But considering that half replied they did not have any minor foreign language, and that approximately ninety percent of those who did rated their skills as minimal, this is certainly understandable and perhaps desirable as well. A very small number of teachers, however, were carrying full teaching loads in their minor language.

Conclusions

More than twice as many respondents taught at the high school level as at the junior high, and the great majority of teachers taught in schools of over five hundred students. A surprising number of teachers had very heavy teaching loads in foreign language, but the majority had fewer than one hundred foreign language students. A number had taught school longer than they had foreign language, indicating that they might not have carried an undergraduate language major. Over a third of the respondents taught Spanish, over a third taught French, a fifth taught German, and the rest were divided among Latin, Japanese, Scandinavian, and Russian. The great majority of teachers rated their ability in their major language as good to excellent, but most who indicated they had a minor language rated their ability as minimal. Most of the respondents taught three to five periods daily in their major foreign language, but some indicated they were primarily teaching in language areas outside their major foreign language; only one-sixth of the respondents taught in a language outside of their major one, however, and then only for one to three periods daily.

Part II. Opinions and Attitudes

In addition to questions on their language background and assignment, the teachers were asked to express their degree of agreement with

a number of opinions frequently voiced by foreign language teachers. The opinions were expressed as statements, and the teachers were asked to express their agreements in terms of a scale of five responses: (1) disagree, (2) tend to disagree, (3) neutral or undecided, (4) agree with reservations, (5) agree fully.

The questions implicitly covered a number of very broad topics, and an attempt was made to verify responses within the questionnaire by posing some questions several times in slightly different forms. In the following analysis, individual questions will be treated both individually and as part of the group of questions to which they pertain; the large headings indicate the general area of concern, and the individual questions are repeated in relation to their general topic. The responses to a number of questions were broken down into the categories of senior high school teachers, junior high school teachers, French and Spanish teachers, German teachers, Latin teachers, and Russian, Japanese, and Scandinavian teachers to test for any possible differences in opinion. Analysis follows each question.

Reasons for Foreign Language Study

Perhaps the first question to be answered should be whether foreign language should be offered at all in the public schools.

Question 30. FOREIGN LANGUAGE IS A SUBJECT THAT IS HIGHLY APPROPRIATE IN A PUBLIC SCHOOL CURRICULUM:

TOTAL

1. 1.2% disagree
2. 1.2% tend to disagree
3. .8% neutral or undecided
4. 7.7% agree with some reservations
5. 88.9% agree fully

.8% no answer

Obviously the overwhelming majority of foreign language teachers consider their subject appropriate to a public school curriculum.

Since most teachers agree that foreign languages should be offered, perhaps the next significant question is why they should be.

Question 17. OUR COUNTRY'S NEED FOR INTERNATIONAL COMMUNICATION IS THE MOST VALID JUSTIFICATION FOR TEACHING FOREIGN LANGUAGES:

TOTAL

1. 17.7% disagree
2. 16.7% tend to disagree
3. 10.3% neutral or undecided
4. 32.9% agree with some reservations
5. 21.2% agree fully
6. 1.0% no answer

The majority of (54.1%) foreign language teachers agree with this statement, but there is substantial (34.4%) disagreement as well.

It is interesting and revealing to compare the response to this question to the responses to question 19, 27, and 41, however, for it might follow that if "international communication" is the goal of foreign language study, the public schools should try to offer as many languages and as much instruction as possible.

Question 19. IF STUDENTS PERFER FOREIGN LANGUAGES TO OTHER ELECTIVES, THEY SHOULD BE ALLOWED TO TAKE FOREIGN LANGUAGES, EVEN IF THIS MEANS A REDUCTION OF FACULTY AND COURSE IN OTHER SUBJECTS.

TOTAL	SPANISH AND FRENCH	GERMAN	LATIN
1. 8.5%	1. 8.3%	1. 8.2%	1. 14.8%
2. 9.3%	2. 9.1%	2. 6.2%	2. 14.8%
3. 18.3%	3. 19.4%	3. 15.5%	3. 11.1%
4. 30.2%	4. 28.9%	4. 37.1%	4. 29.6%
5. 32.1%	5. 32.9%	5. 33.0%	5. 18.5%
6. 1.6%	6. 1.4%	6. 0.0%	6. 11.1%

RUSSIAN, JAPANESE, AND SCANDINAVIAN

1. 6.2%
2. 12.5%
3. 18.7%
4. 18.7%
5. 43.7%
6. 0.0%

There is strong agreement with this position, especially in those language areas with small enrollment. Latin, of course, is a notable and somewhat mysterious exception; although more teachers agree than disagree with the position, the degree of agreement is not as high as in the other languages with low enrollment. Perhaps Latin teachers are more involved, willy nilly, in teaching in other curriculum areas, and do not feel the pressure other teachers do to increase their language enrollments specifically, or perhaps being in an "exposed" subject themselves, they do not feel they should agree to such a principle. In any case in the group as a whole, a large proportion (32.1%) of the respondents indicated they felt any restraints on the growth of foreign language enrollments should be removed, and a strong majority (62.3%) indicated they agreed fully or partially with the opinion expressed.

However, when it came to questions of which courses would be dropped, the pattern of responses changes considerably.

Question 27. INTRODUCTION OF NEW LANGUAGES INTO THE CURRICULUM SHOULD BE PROMOTED EVEN IF THIS REQUIRES THE DROPPING OF COURSES IN SPANISH, FRENCH, GERMAN OR LATIN.

TOTAL	SPANISH AND FRENCH	GERMAN	LATIN	RUSSIAN, JAPANESE, AND SCANDINAVIAN
1. 49.4%	1. 48.9	1. 51.5%	1. 63.0%	1. 25.0%
2. 24.4%	2. 27.1%	2. 19.6%	2. 14.8%	2. 6.2%
3. 10.1%	3. 9.4%	3. 9.3%	3. 11.1%	3. 25.0%
4. 11.1%	4. 10.0%	4. 15.5%	4. 3.7%	4. 25.0%
5. 3.4%	5. 3.1%	5. 2.1%	5. 3.7%	5. 18.7%
6. 1.6%	6. 1.4%	6. 0.0%	6. 3.7%	6. 0.0%

SENIOR HIGH SCHOOL	JUNIOR HIGH SCHOOL
1. 51.3%	1. 44.5%
2. 21.7%	2. 28.9%
3. 10.1%	3. 13.3%
4. 12.6%	4. 9.4%
5. 2.5%	5. 3.1%
6. 1.9%	6. 0.8%

Only seventeen teachers, 3.4% of the survey agree fully with this

opinion, and fifty-five more agree with some reservations; one hundred and twenty-one, or 24.4% of the survey, tend to disagree and a strong 49.4%, almost half the survey, flatly disagree. In other words, 73.8% of the respondents do not agree that new languages should be introduced into the curriculum at the expense of established language program. Predictably enough, Latin the language most "exposed" to this kind of threat, had the highest (77.8%) percentage of teachers opposed, but 72.8% of the Spanish and French teachers and 71.1% of the German teachers also disagreed with this opinion. Also predictably enough, there was more agreement than disagreement with this position among Russian, Scandinavian and Japanese teachers, the languages that would benefit most for such a policy; but even here, while 43.7% agreed with this opinion to one degree or another, a strong 31.2% expressed disagreement. High school teachers were slightly more opposed to the position than junior high school teachers, but the difference is not significant. Thus, for reasons of job security or belief in the primary importance of French, German, Latin and Spanish, most teachers do not feel new languages should be introduced into the curriculum at the expense of established language programs.

Instead most would prefer policies of control and moderation.

Question 41. THE NUMBERS OF NEW LANGUAGES OFFERED IN A SCHOOL SHOULD BE LIMITED TO PREVENT DAMAGE TO FOREIGN LANGUAGE COURSES ALREADY BEING OFFERED.

TOTAL		SPANISH AND FRENCH		GERMAN		LATIN		RUSSIAN, JAPANESE, AND SCANDINAVIAN	
1.	13.9%	1.	13.7%	1.	14.4%	1.	7.4%	1.	31.2%
2.	19.0%	2.	20.0%	2.	20.6%	2.	3.7%	2.	18.7%
3.	14.9%	3.	13.7%	3.	16.5%	3.	22.2%	3.	25.0%
4.	29.6%	4.	30.9%	4.	27.8%	4.	25.9%	4.	12.5%
5.	20.6%	5.	20.0%	5.	18.6%	5.	37.0%	5.	12.5%
6.	2.0%	6.	1.7%	6.	2.1%	6.	3.7%	6.	0.0%

Two hundred and forty-nine teachers, or 49.6% of the survey, would approve of such a policy to some degree, while 32.9% would not; again, predictably, French, Spanish, German and Latin teachers are the ones most in favor, while Russian, Scandinavian and Japanese teachers are the most opposed. And again, Latin teachers, being the most "exposed"

subject area, support this position most strongly. And while it should be noted that there is a large degree of opposition to policies of curriculum control in languages, most respondents are in favor of them.

Thus, while a majority of teachers feel it is essential or important in terms of national needs for students to learn languages, they tend to feel that it is most important that these students learn the major Western European languages and Latin; at the same time they feel the study of foreign languages is important enough to merit drawing faculty and financial support from other curriculum areas, but not from other languages. There are two possible separate conclusions one can draw from these observations: one is that foreign language teachers are human, and want to promote their areas of specialty--with consequent raises in self-esteeem, salary, respect, and so on; and the second is that as a group they genuinely feel the nation's need for speakers of foreign language can best be met by students studying French, German, Spanish or Latin in the public schools. The most likely conclusion, howeverk is a synthesis of the two, that foreign language teachers, themselves trained in French, German, Spanish, or Latin, feel the best way to meet national needs and serve their own careers is through offering courses in these languages in the public schools. It should be noted, however, that a substantial number of teachers believe that other languages should be introduced and promoted, even at their own expense.

The teachers were also asked to express their opinions on more personal reasons a student should elect one foreign language over any other. The questions are phrased somewhat badly.

Question 25. ALL THINGS BEING EQUAL, A STUDENT SHOULD CHOOSE A FOREIGN LANGUAGE FOR ITS PROBABLE USEFULNESS IN TRAVEL, BUSINESS, ETC.

	TOTAL
1.	15.3%
2.	26.0%
3.	14.5%
4.	31.7%
5.	10.7%
6.	1.8%

Thus while two hundred and ten (42.4%) of the respondents feel that a student should select one language over other languages on the basis of future utility, 41.3% do not.

They react slightly more negatively to two similar, but more specific questions in this vein.

Question 39. ALL THINGS BEING EQUAL, A STUDENT SHOULD CHOOSE A FOREIGN LANGUAGE FOR ITS APPLICABILITY IN WORLD POLITICS AND SCIENCE.

	TOTAL
1.	13.9%
2.	28.2%
3.	25.8%
4.	30.2%
5.	13.7%
6.	1.6%

Thus 42.1% disagree or tend to disagree, and 43.9% agree fully or with some reservations.

Question 31. ALL THINGS BEING EQUAL, A STUDENT SHOULD CHOOSE A FOREIGN LANGUAGE FOR ITS READY ADAPTABILITY TO MOST COLLEGE PROGRAMS.

	TOTAL
1.	21.6%
2.	23.2%
3.	17.9%
4.	24.0%
5.	11.5%
6.	1.8%

The degree of opposition to this opinion is much stronger than in the previous two questions, but the degree of agreement is still significant.

It is in the next question in this series that one pattern in these responses becomes clear.

Question 36. ALL THINGS BEING EQUAL, A STUDENT SHOULD CHOOSE A FOREIGN LANGUAGE FOR ITS WEALTH OF CULTURAL AND HISTORICAL ASSOCIATIONS.

	TOTAL
1.	6.0%
2.	18.5%
3.	17.9%
4.	39.9%
5.	16.1%
6.	1.4%

A majority (56.0%) of foreign language teachers agree fully or partially with this opinion, while the degree of opposition (24.5%) is much weaker than in previous questions of this sort. Thus it appears, teachers feel that immediate cultural benefits available to students in foreign language courses should outweigh reasons of possible future utility in choosing one language over another. This response is perhaps most meaningful if considered in terms of teachers' own perceptions of their role in foreign language instruction. Apparently they see their function more as contributing toward the cultural and perhaps psychological development of foreign language students than as contributing towards the development of language skills per se for specific vocational or political uses or needs.

The responses to the next question highlight this observation even more clearly, but in turn complicate and confuse the pattern of responses to the questionnaire as a whole.

Question 35. THE MOST IMPORTANT GOAL OF FOREIGN LANGUAGE LEARNING IS A CHANGE IN THE LEARNERS' ATTITUDES TOWARD HIMSELF AND THE WORLD.

	TOTAL	HIGH SCHOOL	JUNIOR HIGH SCHOOL
1.	6.9%	6.0%	7.0%
2.	9.1%	9.4%	10.2%
3.	14.7%	15.1%	14.1%
4.	36.9%	37.7%	37.5%
5.	31.7%	30.8%	31.3%
6.	.8%	0.9%	0.0%

Three hundred and forty teachers, 68.6% of the survey, agreed

fully or partially with this opinion, while sixteen percent did not. Among high school teachers, 68.5% of the respondents indicated full or partial agreement, and among junior high school teachers the percentage in full or partial agreement was 68.8%. In other words, a strong proportion of teachers at both levels considered a change in the learner's attitudes towards himself and the world to be the paramount goal of the foreign language experience, and a strong 36.9% agreed to this opinion with some reservations.

This perception of their role as psychological and cultural "catalysts" might account for a good deal of the "curricular schizophrenia" foreign language teachers undergo: on the one hand, as indicated previously, a majority of teachers feel the national need for speakers of foreign language is the "most valid justification" for teaching foreign languages in the schools, and proposals for foreign language programs are almost ritualistically presented to school boards and administrators with "national need," "potential vocational or travel value," and "needs of the scientific and diplomatic communities" offered as the justification and rationale; on the other hand, the way foreign language teachers perceive their own role and the role of their courses is quite opposite to the way they present their role to others, for they see themselves acting on a personal rather than national level and see the value of their courses as psychological and cultural rather than vocational or strictly utilitarian. This dualistic attitude towards role, function, and value is by no means universal, of course; in none of the questions do the majority of responses fall overwhelmingly or even conclusively in any one category. Nonetheless it is evident that a certain degree of ambivalence, or perhaps even confusion, does exist.

Perhaps some of the ambivalence could be alleviated in adopting the suggestion in the following question.

Question 34. THE SECONDARY SCHOOLS NEED A TWO-TRACK FOREIGN LANGUAGE PROGRAM TO SEPARATE THE COLLEGE BOUND AND TERMINAL STUDENTS.

TOTAL	SPANISH AND FRENCH	GERMAN	LATIN	RUSSIAN, JAPANESE, AND SCANDINAVIAN
1. 11.7%	1. 11.1%	1. 9.3%	1. 22.2%	1. 25.0%
2. 10.3%	2. 10.0%	2. 10.3%	2. 7.4%	2. 25.0%
3. 13.5%	3. 13.1%	3. 13.4%	3. 14.8%	3. 25.0%
4. 20.8%	4. 22.0%	4. 19.6%	4. 14.8%	4. 12.5%
5. 43.8%	5. 43.7%	5. 47.4%	5. 40.7%	5. 12.5%
6. 0.0%	6. 0.0%	6. 0.0%	6. 0.0%	6. 0.0%

SENIOR HIGH SCHOOL	JUNIOR HIGH SCHOOL
1. 11.9%	1. 10.2%
2. 9.4%	2. 10.9%
3. 14.2%	3. 13.3%
4. 20.8%	4. 19.5%
5. 43.7%	5. 46.1%
6. 0.0%	6. 0.0%

It is only among the teachers of Russian, Japanese, and Scandinavian that there is significant opposition to the opinion: fifty percent disagree or tend to disagree, while only twenty-five percent agree fully or partially. In all the other categories, the respondents are strongly in favor of a policy of this sort: 64.6% of the total survey agree fully or partially with this opinion, and only 22.0% disagree or tend to disagree, and this proportion was approximated in all the other categories among the Russian, Japanese, and Scandinavian teachers. This might indicate that teachers would prefer a two-track system so they could offer vocationally oriented courses for terminal high school students and culturally oriented courses for college-bound students. But more probably it reflects on the next series of questions, relating to the types of students teachers consider capable of learning a foreign language and the types of students they would prefer to have in their classes.

Foreign Language Students

Some foreign language teachers maintain that only a certain type of student can and should learn foreign languages, and they exercise influence with counselors to weed out students they consider undesirable. The next series of questions centers around this attitude, and reveals it to be an undeserved reputation. (It should be remembered,

however, that the negative phrasing if some questions and teachers' own preferred self-images might influence their answers.)

The first question contains an implicit judgment as well as an implicit recommendation for better general preparation of students.

Question 18. MANY STUDENTS DO POOR WORK IN FOREIGN LANGUAGE CLASSES BECAUSE THEY DON'T KNOW THEIR OWN LANGUAGE PROPERLY.

TOTAL	SPANISH AND FRENCE	GERMAN	LATIN	RUSSIAN, JAPANESE AND SCANDINAVIAN
1. 15.1%	1. 17.4%	1. 7.2%	1. 18.5%	1. 6.2%
2. 17.5%	2. 17.7%	2. 17.5%	2. 14.8%	2. 25.0%
3. 6.7%	3. 6.9%	3. 2.1%	3. 18.5%	3. 12.5%
4. 30.0%	4. 29.4%	4. 37.1%	4. 11.1%	4. 31.2%
5. 30.0%	5. 27.7%	5. 36.1%	5. 37.0%	5. 25.0%
6. 0.6%	6. 0.9%	6. 0.0%	6. 0.0%	6. 0.0%

A strong majority, sixty percent, of the respondents agree with this statement, and the degree of agreement is almost twice that of disagreement. Interesting differences emerge among the different language areas, perhaps revealing more about the individual language and the types of students enrolled than about the teachers themselves. German teachers form the group most in agreement with this opinion, while Latin teachers are the least; perhaps this indicates that Latin generally attracts academically talented students with a more or less firm grounding in English grammar whereas German, in spite of the complexity and difficulty of its grammatical systems attracts more average students. The Romance language teachers and the Russian, Japanese, and Scandinavian teachers follow the general pattern, but there is much less full disagreement with the statement on the part of the "exotic" language teachers; perhaps, as in German, when the grammar systems of a language vary greatly from those of English, deficiencies in a student's grammatical or lexical background are most marked. In any case a majority of foreign language teachers think that many students do poor work in foreign language classes because they have a poor background in English.

Question 28. STUDENTS AT THE LOWER END OF THE IQ RANGE SHOULD BE EXCLUDED FROM FOREIGN LANGUAGE CLASSES.

TOTAL	SPANISH AND FRENCH	GERMAN	LATIN	RUSSIAN, JAPANESE, AND SCANDINAVIAN
1. 28.0%	1. 27.4%	1. 26.8%	1. 33.3%	1. 43.7%
2. 27.4%	2. 29.7%	2. 21.6%	2. 14.8%	2. 31.2%
3. 7.1%	3. 7.1%	3. 7.2%	3. 7.4%	3. 6.2
4. 27.2%	4. 24.6%	4. 41.2%	4. 18.5%	4. 18.7%
5. 10.1%	5. 11.1%	5. 3.1%	5. 25.9%	5. 0.0%
6. 0.2%	6. 0.0%	6. 0.0%	6. 0.0%	6. 0.0%

Two hundred and seventy-five teachers, or 55.4% of the survey, disagree to some extent with this opinion, while 27.2% agree with some reservations, and only 10.1% agree fully; in other words, a majority of teachers feel foreign language courses should be open to all students, but a number feel only students with high IQ scores should be allowed to enroll. The differences among the language groups is interesting. The Russian, Japanese, and Scandinavian teachers are the most "liberal" on this question; not one agrees fully with the opinion, and only 18.7% express some agreement. The German teachers appear the next most liberal, for only 3.1% agree fully, but it must be noted that a strong 41.2% express some agreement. Latin teachers appear the most "conservative," 25.9% indicate full agreement with the opinion, but only 18.5% express partial agreement, and the degree of flat disagreement with this opinion is higher among Latin teachers than any other area except the exotic languages. And Spanish and French teachers follow the general pattern. The responses to the next two questions make this pattern more meaningful.

Question 40. CLASSES IN THE DIFFICULT LANGUAGES SHOULD BE OPEN ONLY TO THE MOST ABLE STUDENTS:

TOTAL	SPANISH AND FRENCH	GERMAN	LATIN	RUSSIAN, JAPANESE, AND SCANDINAVIAN
1. 20.4%	1. 19.4%	1. 20.6%	1. 25.9%	1. 37.5%
2. 21.2%	2. 20.9%	2. 21.6%	2. 14.8%	2. 37.5%
3. 12.9%	3. 13.1%	3. 12.4%	3. 11.1%	3. 12.5%
4. 30.2%	4. 30.6%	4. 34.0%	4. 29.6%	4. 6.2%
5. 13.7%	5. 14.3%	5. 9.3%	5. 18.5%	5. 6.2%
6. 1.6%	6. 1.7%	6. 2.1%	6. 0.0%	6. 0.0%

The definitional ambiguities of this question might have had some influence on the responses. There is approximately equal agreement and disagreement on this opinion among teachers as a whole, but the degree of flat disagreement is stronger than the degree of full agreement, indicating that more teachers feel classes in the difficult languages should be open to all students. Russian, Scandinavian, and Japanese teachers are again the most liberal, for only 12.4% agree to some extent with the opinion; this might reflect their desire to build enrollments in their own language areas, generally considered as "difficult," or it might simply reflect their observation that students of all ability levels have learned a difficult language in their own classes. Teachers of Latin, also considered a difficult language and long the perserve of the academically talented students, again exhibit the greatest range of opinion: while 18.5% agree fully with the opinion, 25.9% disagree. Among German teachers, opinion is almost equally divided, but the degree of full agreement is quite a bit weaker than the degree of total disagreement. And the Spanish and French again follow--or perhaps set--the general pattern. The next question makes the pattern more clear.

Question 33. ONLY THOSE STUDENTS WHO ARE DOING WELL IN THE BASIC SUBJECTS SHOULD ENTER FOREIGN LANGUAGE CLASSES:

TOTAL	SPANISH AND FRENCH	GERMAN	LATIN	RUSSIAN, JAPANESE, AND SCANDINAVIAN
1. 25.2%	1. 25.1%	1. 22.7%	1. 25.9%	1. 43.7%
2. 28.8%	2. 30.3%	2. 25.8%	2. 14.8%	2. 50.0%
3. 7.1%	3. 7.4%	3. 4.1%	3. 11.1%	3. 6.2%
4. 28.8%	4. 27.4%	4. 37.1%	4. 29.6%	4. 0.0%
5. 9.5%	5. 9.4%	5. 9.3%	5. 14.8%	5. 0.0%
6. 0.6%	6. 0.3%	6. 1.0%	6. 3.7%	6. 0.0%

There is more disagreement than agreement with this opinion among teachers as a whole; the degree (38.3%) of full or partial agreement is strong, but a majority of 54% disagrees to some degree with this opinion. As in previous questions, teachers of Russian, Japanese, or Scandinavian are the most liberal, and Latin teachers have the strongest division of opinion. German teachers divide almost equally on this issue, but a majority of Spanish and French teachers are not

in favor of allowing only those students who are doing well in the basic subjects to enroll in foreign language courses.

In general, then, there is no consensus among among foreign language teachers as to whether language courses should be reserved for only the most able students or not. Russian, Japanese, and Scandinavian teachers are fairly united as a group in their desire to open language classes to all students, but the other language groups are almost equally divided on each of the questions. It is among Latin teachers that the greatest differences of opinion are found, perhaps reflecting the conservative tradition of older teachers being challenged by more liberal younger teachers. In the survey as a whole, the general indecision might represent the genuine desire of teachers to expose all students to a foreign language--as well as build their own enrollments--coupled with the observation that those students who succeed best in foreign language courses are the academically talented and those with high IQ scores; in any case, the survey indicates that foreign language teachers are generally undecided as to what types of student should enroll in foreign language courses. Perhaps if the two-track provision mentioned in question 34 were available to language teachers this ambivalence would not exist. The most one can do to clarify these responses is to add a piece of "outside" history and mention that the rhetorical emphasis in foreign language publications has become increasingly democratic in recent years, and the WFLP survey might well have caught individual teachers or the profession as a whole in the midst of changing opinion.

This division of opinion carries over to questions on students already enrolled in foreign language courses.

Question 43. JUNIOR AND SENIOR HIGH STUDENTS WHO MAKE A "D" IN FOREIGN LANGUAGE SHOULD BE ALLOWED TO CONTINUE:

TOTAL	SENIOR HIGH SCHOOL	JUNIOR HIGH SCHOOL
1. 23.8%	1. 24.5%	1. 20.3%
2. 19.4%	2. 17.6%	2. 25.8%
3. 9.1%	3. 8.2%	3. 9.4%
4. 37.1%	4. 39.6%	4. 34.4%
5. 9.9%	5. 8.8%	5. 10.2%
6. .8%	6. 1.3%	6. 0.0%

More teachers agree with this statement than disagree, but the degree of disagreement is stronger than the degree of agreement. The two "partial" categories, 2 and 4, constitute a majority, and in this case, represent teachers with the same opinion but different outlooks; whereas teachers in category 2 would tend generally to discourage students with a grade of "D" from continuing but would allow some to do so, teachers in category 4 would tend to encourage students in general, but would discourage specific ones. Thus while more teachers would discourage than encourage students receiving "D"s from continuing in foreign language, the majority of teachers reserve judgment for individual cases.

Teachers feel somewhat similar reservations about blanket foreign language requirements, but there is an extreme variance of opinion between junior and senior high school teachers.

Question 16. FOREIGN LANGUAGE SHOULD BE A REQUIREMENT ALL THROUGH JUNIOR AND SENIOR HIGH SCHOOL.

TOTAL	SENIOR HIGH SCHOOL	JUNIOR HIGH SCHOOL
1. 29.0%	1. 25.2%	1. 41.4%
2. 19.4%	2. 20.4%	2. 18.8%
3. 6.0%	3. 6.6%	3. 3.9%
4. 29.6%	4. 30.5%	4. 27.3%
5. 15.3%	5. 26.7%	5. 8.6%
6. 0.6%	6. 0.6%	6. 0.0%

Almost half the teachers disagree with this opinion, and 29.0% disagree totally with it. But the degree of agreement is almost as large, and as surprising--in light of the reservations expressed on the types of students suitable for foreign language courses and so on--15.3% feel that foreign language absolutely should be made a requirement all through junior and senior high school. High school teachers, it must be noted, support this position more strongly than junior high school teachers. Among high school teachers, 47.2% agree partially or fully with the opinion whereas only 35.9% of the junior high school teachers do; furthermore, while 16.7% of the high school teachers agree fully with the opinion, only 8.6% of the junior high school teachers do. Correspondingly, while 41.4% of the junior high school teachers would disagree totally with such a policy, only 25.2%

of the high school teachers would. This difference in opinion could possibly reflect the different job situations of the teachers; whereas junior high school teachers frequently have extremely large classes and foreign language teaching loads that are too heavy, high school teachers--although frequently as heavily burdened in beginning classes as junior high school teachers--most constantly work to keep enrollments in advanced courses at levels acceptable to their supervisors and would therefore welcome more students. But, although borne out slightly by response to questions that follow, this hypothesis is conjecture, and may not reflect the actual difference in opinion at all.

Class Conditions

Question 26. LARGE CLASSES CONSTITUTE A GREATER PROBLEM IN FOREIGN LANGUAGE THAN IN MOST OTHER SUBJECTS.

TOTAL	SENIOR HIGH SCHOOL	JUNIOR HIGH SCHOOL
1. 7.3%	1. 7.5%	1. 7.8%
2. 11.1%	2. 11.9%	2. 6.3%
3. 10.7%	3. 10.4%	3. 10.9%
4. 27.4%	4. 26.1%	4. 30.5%
5. 43.3%	5. 43.7%	5. 44.5%
6. 0.2%	6. 0.3%	6. 0.0%

Two hundred and fifteen teachers, or 43.3% of the survey, agreed with the statement fully, and an additional one hundred and thirty-six agreed with some reservations; in other words, 70.7% of the survey agreed fully or partially with this opinion, and only 18.4% expressed disagreement. And the pattern remains virtually the same among both senior and junior high school teachers, except that more junior high school teachers agree "with some reservations." Perhaps this reflects a generally larger class size at the junior high level--and thus more awareness of the problems--but more likely it reflects the greater deal of personal attention teachers feel is necessary at the junior high school level to prevent misbehavior or simply ensure effective language learning. The difference in opinion, however, is very weak, and may not be significant at all.

Question 24. A FOREIGN LANGUAGE CLASS OF THIRTY IS TOO LARGE:

TOTAL	SENIOR HIGH SCHOOL	JUNIOR HIGH SCHOOL
1. 4.8%	1. 3.5%	1. 8.6%
2. 4.4%	2. 3.5%	2. 4.7%
3. 2.8%	3. 3.8%	3. 0.8%
4. 16.5%	4. 15.7%	4. 17.2%
5. 71.0%	5. 73.3%	5. 68.8%
6. 0.4%	6. 0.3%	6. 0.0%

An overwhelming majority of seventy-one percent agree that thirty students is too large a class size in foreign language, and 16.5% agree with some reservations; in other words, 87.5% of the respondents agree with the opinion. Again, however, there is a difference between the perceptions of senior and junior high school teachers; while seven percent of the high school teachers do not agree with the opinion, 15.3% of the junior high school teachers do not, and, on the other hand, their degree of agreement with the opinion is not as strong. Perhaps this refutes the conclusions drawn from question 26; perhaps junior high school teachers do not need to pay closer personal attention to their foreign language students, and can therefore deal with greater teaching loads. But perhaps what the responses indicate is that more junior high school teachers already have classes of thirty or more students and do not consider them as "large" but simply normal; or perhaps they see that they are able to deal effectively with classes that large, and therefore do not see size as a hindrance to good teaching. It is worth noting parenthetically that in Seattle average high school foreign language classes are in fact smaller than junior high school classes.

Question 20. FOREIGN LANGUAGE CLASSES OF THIRTY OR MORE STUDENTS ARE MORE ACCEPTABLE IN BEGINNING COURSES THAN IN ADVANCED COURSES:

TOTAL	SENIOR HIGH SCHOOL	JUNIOR HIGH SCHOOL
1. 50.4%	1. 50.0%	1. 51.6%
2. 16.1%	2. 14.8%	2. 19.5%
3. 6.5%	3. 6.3%	3. 4.7%
4. 17.1%	4. 19.2%	4. 14.8%
5. 9.7%	5. 9.4%	5. 9.4%
6. 0.2%	6. 0.3%	6. 0.0%

There are no noteworthy differences of opinion here between junior and senior high school teachers; both groups feel that classes of thirty or more students are not more acceptable in beginning courses than in advanced ones. A larger proportion of junior high school teachers than high school teachers do not agree with this opinion, however, and a smaller proportion of them agree. This might underline again the conclusion drawn from question 24.

Question 42. CLASSES OF THIRTY OR MORE STUDENTS ARE MORE ACCEPTABLE IN ADVANCED COURSES THAN IN BEGINNING COURSES:

TOTAL	SENIOR HIGH SCHOOL	JUNIOR HIGH SCHOOL
1. 40.3%	1. 41.2%	1. 35.2%
2. 18.8%	2. 19.2%	2. 19.5%
3. 9.7%	3. 8.2%	3. 11.7%
4. 21.4%	4. 23.0%	4. 20.3%
5. 9.5%	5. 7.9%	5. 13.3%
6. 0.4%	6. 0.6%	6. 0.0%

Here only 59.1% of the teachers disagree as against 66.5% in question 20, indicating that teachers are more agreeable to large advanced classes than large beginning courses; but it must be noted that 59.1% still constitutes a majority of the survey, and that the majority of the opposition is in the strongest category. Again, high school teachers are more strongly opposed to this opinion than junior high school teachers, perhaps selecting the more complex nature of advanced courses of the high school level, or perhaps again reflecting the conditions to which the different groups of teachers are accustomed.

FLES

Question 37. FOR BEST SUCCESS, FOREIGN LANGUAGE LEARNING SHOULD START AT THE EARLIEST POSSIBLE AGE.

TOTAL
1. 3.2%
2. 5.8%
3. 8.3%
4. 23.4%
5. 58.5%
6. .8%

The ambiguity of this question makes it difficult to evaluate precisely the teachers' opinions, but generally they support the concept that languages can be most successfully learned by very young children.

Question 22. THE BEST STARTING POINT FOR FOREIGN LANGUAGE INSTRUCTION IS THE THIRD OR FOURTH GRADE:

TOTAL	SENIOR HIGH SCHOOL	JUNIOR HIGH SCHOOL
1. 9.3%	1. 6.0%	1. 17.2%
2. 10.7%	2. 11.0%	2. 11.7%
3. 19.8%	3. 21.7%	3. 15.6%
4. 29.2%	4. 29.2%	4. 29.7%
5. 30.2%	5. 31.4%	5. 25.0%
6. 0.8%	6. 0.6%	6. 0.8%

Two hundred and ninety-five teachers, 59.4% of the survey, agree either fully or partially with this opinion, while twenty percent disagree partially or fully. High school teachers support the position more strongly than junior high school teachers, and the degree of their support is also stronger. Correspondingly, while only seventeen percent of the high school teachers disagree with the opinion, 28.9% of the junior high school teachers did, and the degree of their opposition is stronger. Considering the results from question 37, perhaps the best conclusions to be drawn are: that a significant number of teachers feel language learning should begin before the third or fourth grade, and that junior high school teachers--who have taught recent graduates of FLES programs more frequently than high school teachers--feel that FLES programs starting in the third or fourth grade would be more successful if started earlier. However, it must be noted that 54.7% of the junior high school teachers, more than half, agree fully or partially with the opinion, and a great many teachers at both levels are neutral or undecided on this opinion.

This pattern also carries over into questions on mandatory FLES experiences for all pupils.

Question 15. FOREIGN LANGUAGE SHOULD BE A REQUIRED SUBJECT FOR ALL ELEMENTARY SCHOOL CHILDREN:

TOTAL	SENIOR HIGH SCHOOL	JUNIOR HIGH SCHOOL
1. 18.8%	1. 17.0%	1. 25.8%
2. 13.5%	2. 11.0%	2. 20.3%
3. 11.3%	3. 11.9%	3. 8.6%
4. 35.7%	4. 36.8%	4. 32.8%
5. 20.2%	5. 22.3%	5. 12.5%
6. 0.8%	6. 0.9%	6. 0.0%

Two hundred and seventy-six teachers, or 55.9% of the survey, agree to some extent that FLES experiences should be mandatory, while 32.3% do not agree fully or do not agree at all. As in the earlier questions, however, there is a strong variance of opinion between senior and junior high school teachers. Among high school teachers, 59.1% of the teachers agree with making FLES programs mandatory, and twenty-eight percent do not agree; among junior high school teachers, however, while 43.5% support mandatory FLES programs, a slightly greater number 46.1%, do not, and the degree of opposition is stronger than among high school teachers.

Thus, in general, a great majority of teachers think foreign languages are learned most successfully by children when very young, and a majority support the introduction of FLES programs in the third or fourth grade; in addition, a majority agreed either fully or partially that FLES should be a required subject for all elementary school children. While, however, there was very little disagreement as to whether very young children learned foreign languages best there was significant opposition--especially among junior high school teachers--to the introduction of FLES in the third or fourth grade and to making FLES a required subject. Perhaps the most obvious conclusion is that many junior high school teachers are not impressed with the results of current FLES programs that start in those grades and wish to see FLES start earlier; however, after seeing how some students react to FLES, junior high school teachers feel that it should not be made mandatory. Or the differences might reflect a differences in basic attitudes towards the senior and junior high school foreign language experiences; while the latter tends to

emphasize an enjoyable introduction to the language and culture, the former is much more concerned with the development of language skills. Or perhaps senior high school teachers simply want students with highly developed language skills so they can offer advanced courses in literature, philosophy, humanities, or any other subject more appropriate to the high school level than basic language courses, a pressure junior high school teachers do not feel as strongly. Or perhaps the junior high school teachers might feel "threatened" in some way by the proximity of FLES classes--although this last seems far-fetched. In any case high school teachers in both questions 15 and 16 favor making foreign language a required subject more than junior high school teachers do, and also favor more strongly the introduction of FLES in the third or fourth grades.

Articulation

This series of question/statements deals with one of the most troubled areas in foreign language instruction, but does not adequately explain or delineate the attitudes of various groups of teachers towards each other. For one thing, there are no questions on the performance of the high school or FLES programs; for another, there are no responses by university personnel on their own performance or programs or on those of the other levels; and for another, the question on the performance of the junior high schools is phrased badly and might provoke a quick emotional response rather than a considered one.

Question 38. JUNIOR HIGH FOREIGN LANGUAGE TEACHERS SHOULD MAKE A GREATER EFFORT TO ENSURE THAT THEIR STUDENTS ARE PREPARED TO MEET THE STANDARDS OF SENIOR HIGH LANGUAGE COURSES:

TOTAL	SENIOR HIGH SCHOOL	JUNIOR HIGH SCHOOL
1. 7.9%	1. 4.7%	1. 16.4%
2. 11.1%	2. 11.9%	2. 10.2%
3. 16.7%	3. 20.1%	3. 8.6%
4. 26.0%	4. 23.0%	4. 35.9%
5. 36.7%	5. 39.6%	5. 25.8%
6. 1.6%	6. 0.6%	6. 3.1%

Considering the phrasing of the question, there is a surprising correspondence between the answers of the two groups: even though the degree of agreement with the opinion is much stronger among high school teachers, approximately the same proportion of high school teachers (62.6%) is in full or partial agreement as junior high school teachers (61.7%). And even though 26.6% of the junior high teachers disagree as against 16.6% of the high school teachers, apparently the great majority of all teachers feel that junior high foreign language teachers should make a greater effort to ensure their students are prepared to meet the standards of senior high language courses.

Similarly, universities and colleges are critized for their role in articulation.

Question 21. GENERALLY SPEAKING, THE UNIVERSITIES AND COLLEGES HAVE NOT YET MADE A SATISFACTORY ADAPTATION TO THE PRESENT REALITIES OF HIGH SCHOOL FOREIGN LANGUAGE PROGRAMS:

TOTAL	SENIOR HIGH SCHOOL	JUNIOR HIGH SCHOOL
1. 3.2%	1. 4.1%	1. 1.6%
2. 8.3%	2. 8.8%	2. 6.3%
3. 23.4%	3. 19.8%	3. 32.8%
4. 26.8%	4. 28.3%	4. 24.2%
5. 37.9%	5. 38.4%	5. 35.2%
6. 0.4%	6. 0.6%	6. 0.0%

A majority of the teachers (64.7%) agree fully or partially that the universities are not fulfilling their role satisfactorily, and a large 37.9% of the respondents agree fully with this opinion; on the other hand, the degree of disagreement is very slight. Significantly, high school teachers are more critical than teachers from the junior high; whereas 66.7% of the high school teachers indicate full or partial agreement with the opinion, a smaller 59.4% of the junior high school teachers are in agreement. The large (32.8%) proportion of neutral or undecided junior high school teachers gives a clue as to why there is a difference of opinion; as with the junior high school teachers' implicit criticisms of FLES programs in question 22, high school teachers have undoubtedly seen more of the failures of university placement procedures and foreign language programs in general, and have had a higher degree of involvement and interest, than junior high school teachers, and are therefore more critical. Thus a

majority of the respondents feel that junior high school, university, and college programs must be improved and better articulated with the high school foreign language programs. And, as has been noted in the questions on FLES, the degree of proximity influences strongly the degree of criticism.

Literature in the Foreign Language Classroom

Frequently, two purposes beyond teaching a foreign literature qua literature are claimed for including such material in advanced foreign language classes: the first is the improvement of basic language skills through use, and the second is the introduction of the foreign culture. The teachers in the WFLP survey were asked to comment on these claims in the following questions.

Question 29. AFTER THE PRE-READING PHRASE OF A MODERN LANGUAGE COURSE, LITERATURE IS VERY USEFUL AS A MEANS OF TEACHING LANGUAGE.

TOTAL	SENIOR HIGH SCHOOL	JUNIOR HIGH SCHOOL
1. 14.1%	1. 12.3%	1. 14.1%
2. 16.1%	2. 15.1%	2. 18.8%
3. 13.1%	3. 13.2%	3. 14.8%
4. 33.9%	4. 36.8%	4. 28.1%
5. 22.0%	5. 22.0%	5. 23.4%
6. 0.8%	6. 0.6%	6. 0.8%

A majority of teachers agree with this opinion, but there is substantial disagreement as well. But the most interesting feature in the responses to these questions is the difference of opinion among senior and junior high school teachers; whereas 58.8% of the senior high school teachers agree with this opinion, only 51.5% of the junior high school teachers do, and, similarly, more junior than senior high school teachers disagree. This might indicate that junior high school teachers have less familiarity with advanced courses, or it might indicate that literature is not as suitable as other means of teaching language after the pre-reading phase in junior high school courses. But it should be noted that, even at the junior high school level, a majority of teachers support this opinion.

On the other hand, a majority refutes the second claim advanced for teaching literature.

Question 23. LITERATURE PROVIDES THE BEST MEANS OF TEACHING THE FOREIGN CULTURE:

TOTAL	SENIOR HIGH SCHOOL	JUNIOR HIGH SCHOOL
1. 24.6%	1. 19.5%	1. 32.0%
2. 32.3%	2. 33.6%	2. 28.9%
3. 12.1%	3. 12.3%	3. 14.1%
4. 25.2%	4. 28.3%	4. 21.1%
5. 4.6%	5. 4.4%	5. 3.9%
6. 1.2%	6. 1.9%	6. 0.0%

Only 29.8% of the total survey support this claim, and a strong 56.9% disagree either totally or in part. But again the interesting point is the difference in opinion among senior and junior high school teachers. While most teachers feel that literature is not the best means of teaching culture, high school teachers see more value in it than junior high school teachers; whereas 60.9% of the latter disagree with the opinion, a smaller 53.1% of the high school teachers disagree and the degree of their opposition is quite a bit weaker. Thus it appears literature is more suitable as a means of teaching the foreign culture at the senior than junior high school level, but at neither level is it considered the best means available.

The Joker

While the WFLP deck of questions was not a stacked one, it did contain one joker in the following question.

Question 32. LATIN IS APPARENTLY IN THE PROCESS OF DISAPPEARING FROM THE PUBLIC SCHOOL CURRICULUM.

TOTAL	SPANISH AND FRENCH	GERMAN	LATIN	RUSSIAN, JAPANESE, AND SCANDINAVIAN
1. 8.7%	1. 7.4%	1. 7.2%	1. 33.3%	1. 6.2%
2. 14.1%	2. 12.9%	2. 16.5%	2. 14.8%	2. 18.7%
3. 18.8%	3. 18.9%	3. 20.6%	3. 3.7%	3. 31.2%
4. 24.6%	4. 25.4%	4. 22.7%	4. 29.6%	4. 12.5%
5. 31.9%	5. 33.1%	5. 32.0%	5. 18.5%	5. 25.0%
6. 2.0%	6. 2.3%	6. 1.0%	6. 0.0%	6. 6.2%

A majority of 56.5% of the teachers agree with this opinion, and French, Spanish, and German teachers follow the general pattern closely. Interestingly, Latin teachers are equally divided on this question with only one abstention: 48.1% agree it is disappearing and 48.1% maintain that it is not. Furthermore, their degree of agreement is weaker than that of the general pattern, and their degree of disagreement is much stronger. Among Russian, Japanese, and Scandinavian teachers, an even smaller proportion agree that Latin is disappearing, but the pattern of responses in disagreement approximates the general one.

It is difficult to interpret these responses accurately. Perhaps the responses of the Latin teachers indicate an emotional response or the human capacity for self-delusion, or perhaps they simply indicate those teachers with successful (48.1%) or unsuccessful (48.1%) programs. If the former is accurate, the results of the entire survey are open to question; if the latter, the responses indicate the general lack of professional and profession-wide awareness on the part of teachers, for Latin is indeed undergoing a serious decline in enrollment both in the state of Washington and nationwide. Fortunately for the survey, the proportion of neutral or undecided responses seems to indicate that the latter interpretation is accurate, that a number of teachers simply do not have a clear view of the professional situation outside their own buildings or districts. But the majority of teachers do, for most agreed that Latin is apparently in the process of disappearing from the public school curriculum.

Conclusion

Thus most teachers agree that the subject of foreign languages is appropriate to a public school curriculum, and feel that it should be included because of national priorities and needs. They feel foreign languages should be boosted and more languages introduced, but not at the expense of established language programs. They are generally anxious to democratize their classes and open them up to a larger variety of students, but are cognizant of the difficulties poorly prepared or below average students encounter in foreign language learning; they suggest that perhaps one way of alleviating these

difficulties would be through setting up two-track programs in high school. This suggestion for two-track programs relates strongly to teachers' own perceptions of their roles. They see the value of foreign language courses as lying in their potential for psychological or cultural development, rather than in fulfillment of vocational or utilitarian goals; and yet they perceive that some students need the latter type of instruction rather than the former, and they are anxious to fulfill the needs of these students as well. Generally, high school teachers support a secondary school foreign language requirement more than junior high school teachers, but teachers are approximately equally divided on this issue; on the other hand, most teachers feel that foreign languages are best learned by very young children, and a majority support an elementary school foreign language requirement, with FLES programs beginning in the third or fourth grade. Junior high school teachers, however, support this position less strongly than senior high school teachers, perhaps relecting a greater awareness of the deficiencies of present FLES programs starting in those grades. Foreign language teachers agree that large classes are a greater problem in their programs than in others, and generally consider a class of thirty as too large; junior high school teachers, however, are more willing to consider classes with thirty or more students. A majority disagree that classes of thirty are more acceptable in beginning courses than in advanced ones, and agree only slightly more to the opposite proposition; in other words, classes of thirty are considered too large at any level. There is general agreement that junior high school, college, and university programs must be improved and better articulated with existing high school ones. And there is general agreement that literature is useful as a means of improving basic language skills, but that it is not the best means of teaching students about the foreign culture; both these observations are more true at the junior than senior high school level. And finally, teachers do have a degree of professional awareness, but it is not as high as one might hope for truly effective profession-wide action.